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# Lawrence College Bulletin

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NO. 9

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## LAWRENCE IN 1915.

Another college year has opened and with the most flattering prospects. It had been known for some weeks that we should have a record breaking attendance for all our dormitories were full, and deposit fees were returned for two weeks before school opened. It was not thought, however, that we should have 270 freshmen and 571 in the college with 207 in the Conservatory of Music, which the registrar's books show to be the case. This is about a hundred more in the college and sixty-five more in the Conservatory than we had one year ago, which was the largest enrollment Lawrence has ever had. These students come from nine states and four different countries. No other Wisconsin college has ever had anything like such a registration. It is evidence that Lawrence is becoming widely and favorably known, for no unusual advertising for students had been made. There is no doubt that the attendance from this time will have to be limited, for our present plant and especially our endowment funds will not permit us to take more students than have enrolled the present year.

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## THE FACULTY.

Our faculty has had but few changes the present year. In the college, Miss Souther, instructor in Chemistry, resigned a couple of weeks before school opened to accept an advantageous position as commercial chemist in Minneapolis. Her place was filled by the election of Mr. Fred Poppe of the class of 1910. Mr. Poppe specialized in Chemistry while at Lawrence and during the past five years has been studying and acting as instructor in the Chemistry department of the University of Minnesota. He is a thoroughly competent chemist. An additional instructor was given the

department of English, and Miss Ariel Macnaughton was chosen to fill the position. Miss Macnaughton is a graduate of McGill University, Montreal, where she also did graduate work and took her master's degree. She later studied at Columbia University and has taught three years in Whitman College. Miss Daisy Ingold, a Lawrence graduate, has been engaged to assist in the Latin department, and Miss Hoyt, a graduate of Barnard College, to assist in the department of French.

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### CONSERVATORY OF MUSIC FACULTY.

Lawrence Conservatory of Music boasts a faculty of noted men and women whose distinction has been won through unquestioned merit, both as public presenters of authoritative interpretations and instructors in subjects for which they have been specifically prepared. Mr. Cleveland Bohnet is a new member of our faculty whose work is based on sound pedagogic principals and clear innate conceptions. His artistry is evident in all his interpretations and his ability as a teacher attested by the fact that during the last two years of his study with Alberto Jonas in Berlin, Mr. Bohnet was his first assistant and taught many advanced pianists in preparation for their work with Jonas. Mr. Jonas speaks and writes in the highest terms of the qualifications of Mr. Bohnet.

Mr. Bohnet is an American by birth and received his early scholastic and musical education in this country. A post graduate of the Chicago Musical College and student for three years in piano with Hans Van Schiller. His theoretic studies have been under the guidance of such masters as Adolf Brune, Felix Borowski and Alexander VonFielitz. He was a professional musician of wide experience before going to Berlin for study with Jonas. During his six years in Germany Mr. Bohnet appeared many times in recital, concert and with orchestra. His many press comments of public appearances are strong evidences of splendid recognition. Lawrence conservatory presents Mr. Bohnet to students in piano with the full assurance that in him they will find an artist-teacher of clear authoritative instruction whose ideas are in accord with the highest principals of pianistic endeavor. He has but recently returned from Europe.

Alma Hays Reed, soprano, another new faculty member, hardly needs introduction to the musical world of the

middle west. A soprano who has been heard so extensively and with such conspicuous success and who is already well known. As a teacher Mrs. Reed ranks high. By birth and heritage she is endowed with culture and artistic concept. Her clear, high and beautiful voice is a constant source of delight to all who hear her sing. She was born in Kentucky and home folks are in Paducah, Kentucky. Her acquisition to the teaching force of Lawrence is but another evidence of the progressive spirit of the conservatory and we heartily endorse her to all desiring authoritative vocal instruction.

Mrs. Reed's musical education is as follows: Two years Cincinnati conservatory with Clara Baur; two years lieder coaching with Hans Schroeder; two years Chicago School of Opera and Dramatic Art. She has also coached with such eminent masters of voice as Maurice DeVries, William Wade Hinshaw, Sandor Radonovitz, Clarence Dodd, Oscar Saenger, Max Diei, and Frank Croxton besides a course in Opera with Maestro Spadoni of the Chicago Grand Opera Co. Mrs. Reed is also an accomplished pianist and has studied extensively the theoretic subjects.

Mr. Mason Slade, who comes to us once each week from Chicago, as organ instructor, is the protege and authorized exponent of the great master, Guilmant of Paris. Mr. Slade has also had complete courses in piano, harmony, theory, and pedagogics in relation to his chosen instrument, the pipe-organ. He is one of the leading organists of the middle west and has dedicated a large number of the recently installed organs in all parts of the country.

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### THE CONSERVATORY.

Lawrence conservatory is starting on what promises to be the banner year of its history. The enrollment is nearly one hundred students more than last year at this same time. the total to date being 214. Of this number perhaps fifty are majoring in the Liberal Arts department in connection with their musical course. This union of courses is urged upon the students by the conservatory administration.

An analysis of this remarkable conservatory enrollment reveals the fact that the average hours of work per week is greater to each student than has been the case heretofore. This situation is significant in that the music department of Lawrence college is coming to be recognized as a profes-

sional school where students come specifically to major in music rather than to take music as a side issue to their Liberal Arts work.

Our conservatory is equipped for professional work and the growth that is now and has been manifest leads us to believe that Lawrence conservatory will come to be a school of music of professional standing to be reckoned with among the leading conservatories of this country, within a short time.

All the members of the faculty are exceedingly busy with schedules more than full. It has been necessary to engage rooms outside of the conservatory building for practice purposes. Every practice room in the building is busy from 7:30 in the morning to six in the evening. No one department of the conservatory is responsible for the increased enrollment but rather a general increase in all departments.

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### THE NEW DORMITORY.

If there was ever any doubt in the minds of our friends concerning our need of a new dormitory, that doubt is dispelled by the situation which confronts us the present year. Not only have we filled the four buildings occupied by girls last year, but we have filled four additional residences. Besides this, we have had to place a number of girls in boarding houses in the city, while others who applied for rooms, on being told that all dormitory accommodations were taken went to other institutions. If we had had our proposed new dormitory built, we could have filled it without difficulty. The present make-shift cannot be continued. Not only is it too expensive to room students in small groups, but they cannot be satisfied with such accommodations, or given the care and oversight which they should have.

We must begin the new dormitory in the spring, and if possible get it ready for use in the fall. The trustees have voted not to break ground until \$50,000 have been pledged. We have about \$30,000. The balance must be secured in the next four months. The building will cost about \$75,000. Cannot you help us?

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### TWO MORE NATIONAL SORORITIES.

During the summer two additional national sororities voted to install chapters at Lawrence, these being Kappa



Alpha Theta and Delta Gamma. Kappa Alpha Theta is the oldest national woman's fraternity in the country and one of the two strongest. It was organized at DePauw University in 1870 and has expanded until it now has chapters in thirty-seven of the leading colleges and universities in the United States. It is an organization of high standards and only goes into colleges of the first rank after careful personal investigation. It has over 5,000 members which includes some of the most prominent women in the country. The other fraternity, Delta Gamma, established its first chapter in 1871. It is known to emphasize scholarship and to maintain high ideals among its members. In its national convention in July a large number of institutions applied for chapters, but Lawrence was the only college accepted. This recognition of the high standing of our college in the educational world is exceedingly gratifying.

Delta Gamma installation took place on Sept. 11th, there being present 18 charter and 18 Alumni members. Mrs. Cornelia Anderson, of Indiana, chairman of the expansion committee, was the installing officer. She was assisted by Miss Harriet O'Shea and Miss Frances Bacon of Madison; Miss Rosemond Witte of Milwaukee, Miss Dorothy Gray of Manitowoc, Miss Eleanor Banta of Menasha, Mrs. Miriam Barkhausen of Green Bay, and Mrs. Helen Custer, Mrs. Sarah Treat and Mrs. Jewel Meredith of Appleton. Following the installation a banquet was served at the Sherman House. Kappa Alpha Theta will be installed October 1st and 2nd.

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### ALL COLLEGE DAY.

All College Day occurred on September 21st at Clifton, the historic resort for Lawrence students. The day began with a foot-ball game between the Freshmen and Sophomores on Lawrence field which resulted in a tie, neither side scoring. The Leander Choate took on 500 students at 10:30 a. m. and started for Clifton. After a lunch dinner the usual all college day sports began. In a game of soccer ball the freshmen carried off the honors. The bag rush, the tug of war and the pole rush were won by the Sophomores. One of the most amusing events of the day was a game of base-ball between the faculty and the seniors. The faculty won the game by a score of 9 to 8. After supper the return trip was made by moonlight. The day was a most pleasant and successful one, and incidentally the historic feud be-

tween the Sophomores and Freshmen was ended by the burying of the hatchet, a ceremony at which President Plantz presided. Not only was the day a pleasant picnic excursion, but it served the larger purpose of getting the students acquainted at the very beginning of the course and saving some from homesickness and loneliness.

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### THE ALUMNI PAPER.

For several years the alumni have been discussing the publication of an alumni paper, and on two or three occasions committees have been appointed to inaugurate the enterprise, but it has never materialized. Last commencement more earnest consideration was given to the matter, and a committee was constituted to go ahead with the publication. We are pleased to learn that a board of editors has been chosen and that the first issue will soon make its appearance. Lawrence has long needed some agency to maintain the interest of former students in the college, and the paper will do this by keeping them well informed concerning the institution as well as giving them information concerning former class-mates and friends. Lawrence has an alumni of between eleven and twelve hundred and the list is growing at the rate of sixty to seventy additions each year. Certainly there is an adequate constituency for a live, interesting, and informing journal. There are few colleges anywhere so large as ours and with so numerous an alumni which does not have a paper to represent alumni interests. We are looking expectantly for the appearing of the new venture, and we predict for it a generous patronage from all old students of Lawrence.

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### THE ALUMNI RECORD.

Ten years ago Lawrence published its first Alumni Record, Mr. E. P. Humphrey of the class of 1885 acting as editor. Its publication entailed a vast amount of work which was freely contributed by Mr. Humphrey. The book was a valuable one, as besides giving brief biographies, it had about one hundred and fifty pages of most interesting historic matter. The entire edition was consumed by the alumni and friends of the college. It was the thought that the book would be revised and re-published at least every ten years. This summer, as there seemed to be no one else

who was willing to do the work, President Plantz undertook the task of revising the work, and bringing it down to date. The new book is now in the bindery and will be ready for delivery in a couple of weeks.

The new edition will contain about 160 pages of entirely new reading matter. There will be an important historical article, covering the first five years of Lawrence history, by Arthur D. Willett, '11. This article, some thirty-five pages long, is a careful investigation of the founding of the college, and a most interesting discussion. There is also a series of articles giving the history of Lawrence by decades from the pens of alumni who belong to the periods of which they write. There are various articles on the college today in its scholastic, social, athletic and religious life. Mrs. Mildred Sweeney contributes a poem. The professors who have retired during the decade are written up by former pupils. There is a list of all former trustees, faculty members, and persons who have been given honorary degrees. Then follows a brief biographical sketch of all former graduates. The book will make a volume of about 500 pages; it will be bound in cloth, and be sold for \$1.00. It is expected that all Lawrence men and women will want a copy. Please send in your orders to the college office.

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### THE LAWRENTIAN.

Lawrence had the first college paper published in Wisconsin, and while the name has been changed two or three times and the paper was once suspended for a year or two, it has come down the years as a record of Lawrence activities of abiding interest to all true Lawrentians. This year the paper appears in a new form. For some time it has been a small weekly magazine, but the present editors have changed it to the newspaper form. It gives every prospect of being a live, versatile and aggressive sheet. Formerly it was a severe test on the manager's ability to finance the paper, but since the club ticket feature was introduced, all students take the Lawrentian, and its expense is born by every person in college. This makes the maintenance of the paper an easy matter. It is regretted, however, that so few of our graduates take the paper. It would keep them in weekly touch with the college and they would find much of interest.

## CITY LECTURE COURSE.

One of the advantages offered to Lawrence students is the many opportunities offered in Appleton to hear talent of the highest grade. The artists' course given by the Conservatory of Music has long enjoyed the reputation of bringing to the city some of the foremost musical talent in the country. The greatest musical artists in America have appeared on its program. The college has also each year brought to the city eminent men for single addresses, or courses of lectures. In addition to this is the Union Lecture Course of the Methodist and Congregational churches. This year the talent on this course is as follows: Sept. 24, Chicago Symphony Orchestra; Nov. 24, Lorenz Zwiekey, Cartoonist; January, Pres. George Vincent of the University of Minnesota; Feb. 7, Bob Seeds, humorist; Feb. 21, Montaville Flowers, dramatic reader; March 17, Imperial Male Quartet of Chicago. It will be seen at once that this is a high class course of entertainments and will add to the many advantages in a literary and musical way which Lawrence students enjoy.

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## BASKET BALL TOURNAMENT.

Although the annual state basket ball tournament is still many months off, work is going on steadily to line up the schools and make the necessary arrangements for the elimination games. Prof. C. R. Atkinson, faculty manager of the tournament, has already received inquiries from a number of principals as to the dates on the 1916 classic and other information pertaining to the entrance of their teams in the race.

As announced in an earlier article the schools in the northeastern district are well organized and little attention will be paid to them this year. An elimination tournament, under the auspices of the high schools will be held to pick the entries from this district. The north-western district also contains an efficient organization and a tournament will be conducted next spring along the same lines followed last season.

In the southwestern district, a number of high school principals and athletic instructors have taken the matter in their own hands and are working to line up all the teams for the big Lawrence college tournament. The principals of the southern section have organized an association but as yet they have made no hostile move against the tournament and none is anticipated.



A committee of high school men is taking charge of the details of the work this year, greatly relieving Dr. Atkinson. The professor was largely responsible for the splendid success of the tournament last year, in spite of the fact that local interest was somewhat blunted as the result of the failure of the Appleton high school team to earn a place. The committee will make the arrangements for the elimination tournaments, act as an advisory board to Dr. Atkinson and will assist in picking the teams to play in the sectional meets.—Appleton Post.

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### THE EDUCATIONAL JUBILEE.

The years 1916-1918 are to be notable in the history of higher education in the United States. The year 1917 celebrates the 400th anniversary of the Protestant Reformation, and the year 1916 is the 150th anniversary of the founding of Methodism on this continent, and the 50th anniversary of the organization of the Board of Education. These great events led the General Conference of the Methodist Episcopal church, held in Minneapolis in 1912, to set aside the year 1916 as a great jubilee year in the interests of higher education. Since then the movement has greatly widened in scope and now thirteen of the principal Protestant denominations have joined together in the greatest forward movement in behalf of higher education that this country has ever known. A strong interdenominational committee has been constituted to formulate the general plans, and each denomination also has its committees to conduct the campaign within its own borders. The different boards of education have set aside large sums of money to make the movement a ringing success. A general secretary or manager is soon to be chosen, a literature created and the work of education begun. It is hoped that by January 1st, 1916, plans will be sufficiently completed to present the matter to the churches. A year will be spent in organization, advertising, and awakening interest in the great cause of Christian education, and the time from January 1, 1917, to June 1, 1918, will be spent in a nation wide canvass for funds to put the Christian academies and colleges on a secure financial foundation.

It is very fitting that the inauguration of the Protestant Reformation and the founding of Methodism in this country be celebrated in this way, for both are university products. The Reformation is a part of the revival of

learning which came with the development of the monastery schools into universities, and its great forerunners and leaders, Abalard, Wickliff, Huss, Erasmus, Malanchthon, Luther, and Zwingli, were all university professors, and so also of the origin of Methodism. It was born at the University of Oxford with university students as its sponsors.

It is greatly to be hoped that this movement will arouse the whole country in the great cause of Christian education as it has never been stirred, and that millions of dollars will flow into the treasuries of our institutions. There is no more important public benevolence. The leaders of society come from the colleges and universities. Their character; their religious interests, their attitude to the church will determine the success of the future of Christianity in this country, and the degree to which Christian principles and ideals shall control in our national life.

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### RELIGION AND EDUCATION.

The United States for fifty years has been experimenting with the idea of the separation of religion and education. It has been trying to take the schools out of their historic setting and place them on a purely secular basis. The principle of the separation of church and state has been carried to the extreme of not only excluding sectarianism, but of excluding Christianity itself. The Bible especially has been expelled, even the reading of it without comment having been declared by some supreme courts, as for example that of Wisconsin to be sectarian teaching. The result has been an increasing development of secularism, and a general decay of morals in the lives of the masses of the people. As great an educator and as liberal a religious thinker as Ex-President Eliot has said that while there has been unexampled progress in the educational development of our public schools, as teachers of good morals they have proved a failure. Other educators scarcely less eminent have concurred in this stinging criticism.

As a result of the growing feeling that the moral foundations of society are not being strengthened as they should be by our school system, there has of late been a growing reaction against the secularization of education and a widespread demand has arisen that religion be again recognized in the schools. Thus the Hon. P. P. Claxton, United States Commissioner of Education, said not long since: "The day

will come when the Bible will be read in the public schools just as any other book. There is no reason why the Bible should not have its rightful place in our school curriculum." An educational commission which has been considering this subject, says: "All admit the practical failure of our public school system in its appeal to the moral and religious nature of the young," and then it proposes that a weekly school be organized by the churches in every community, giving instruction in religion one half day a week, and that this be credited by the public schools in place of some other work from which those pupils who prefer the religious work shall be excused. Some such plan is sure to soon be demanded by the people and the Bible and religious instruction will again be recognized in the educational system of the country.

But if the secularization of the common school has been a loss to the country, how about the secularization of higher education? And is not this failure of the public schools in the development of high moral character, one of the strongest arguments for the development of our Christian colleges and universities? In college the youth are away from the influence of their Christian homes and entering on the age of independence of thought and action and it is especially important they be educated in a strong Christian environment.

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#### A STATE UNIVERSITY PRESIDENT'S TESTIMONY.

The position of the Christian college on religious instruction is strongly indorsed in the following thoughtful statement of the state university of Ohio: "There would seem to be no good reason why a college or university should not make a careful and scientific examination into the phenomenon of religious life and into the history of religious life and into the history of religious experience as into other phases of political and social life. We may assume that religion and education can be divorced. The religious life is quite as important as the intellectual or social life. Let me express my belief that the colleges and universities of the future will be less isolated from public sentiment and more free in the study and investigation of the problems of religious life."

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#### DOES IT PAY?

Men who are helping build colleges may occasionally ask themselves, Does it pay, would not it do more good to

invest my money in some other cause or interest. We think a good reply to this is given in a recent number of the Epworth Herald. The editor asked several young people who were just leaving their colleges, diplomas in hand, to state briefly whether they had gained anything especially worth while in college and if so, what. In their replies we get first hand evidence concerning what the college is doing for its students and can judge whether it is really worth while.

One writes: "The greatest service my four years at college have given me is a general outlook on the problems of today. \* \* \* It has taught me to respect the rights and opinions of my fellow men. It has taught me that service is the keynote of the age, that our mission in this world is to help our brother, whoever he may be, to lighten his load and to share his responsibility. \* \* \* My religious life has been greatly broadened since I came to college. \* \* \* I have come to respect every altar of faith built in God's name, by every sincere worshipper to whom, if I cannot give the sympathy of my belief, I shall not deny the kindness of my manly silence."

Another witnesses: "My college life has meant to me an extension of boundaries, a revaluation of values, a broadening of thought and sympathies. I have learned how much more there is to know. I believe I have learned to distinguish somewhat clearly the real from the imitation. \* \* \* I think I can truly say that all the really deep spiritual influences that have come into my life, came during my college years."

Still another testifies: "By contact with great men and young men who will be great, my four undergraduate years have rendered this service to me; developed my character and shown me my life work."

One more witness: at college "I was enabled to condense into four years of life what I could not have experienced elsewhere in fifty. \* \* \* It nibbed off some of my outstanding 'corners,' yet more than this it taught me some of life's real values."

It is not necessary to continue the quotations. Any one who will analyze the extracts we have made will see that no larger or greater thing could be done for others than those which these persons just leaving college walls claim the college has done for them. Compare with it the work of giving a small pension to an old preacher, or a home to an aged woman, or a bed in a hospital ward to a sick person. These are all excellent benevolences, but they do not transform life, widen the horizon, deepen character, inspire to ser-



vice, broaden thought and sympathy, etc., as these witnesses claim from their experience the college does. If there were no other evidence the testimonies I have quoted prove that money given to Christian colleges will do a larger work and render a greater service than if given to any other cause.

### HOW THE UNIVERSITIES ARE INCREASING THEIR TUITIONS.

As one looks over the catalogues of the most notable colleges and universities in the United States he is struck with the tendency to increase tuition fees. There is scarcely a well known institution which has not materially increased its fees during the past five years as the following table will show:

Institution	1910 Tuition	1915
Harvard .....	\$150	\$200
Yale .....	155	160
Princeton .....	160	175
Columbia .....	155	186
Cornell .....	100	125
Williams .....	140	150
Amherst .....	110	140
Bowdoin .....	75	125
Colgate .....	60	80
Dartmouth .....	125	140
Oberlin .....	75	100
Wellesley .....	175	200
Wesleyan .....	85	140
Washington and Jefferson.....	60	120

These are only a few of the institutions which have raised their fees but they are sufficient to show which way the wind blows.

The reasons given for the increase are mainly the high cost of living, making it necessary to increase the salaries of professors; the need of greater educational equipments as educational standards are more exacting and higher; the greater ability of students to pay as the wealth of the country is rapidly developing; and the feeling that since the student is at best a beneficiary he should bear a larger share of the burden of his education.

While all the reasons are sound, it is still true that it is a great blessing to hundreds of poor boys and girls that there are many colleges like Lawrence whose fees and gen-

eral expenses are so low as to put the advantages of the college within the reach of those who come from homes of penury. The brightest men in the country have for the most part vindicated the saying that "genius loves to cradle her children at the firesides of the poor." Higher education in this country must not become aristocratic. It must not be a rich man's possession. The boy whose ambition is greater than his pocket-book must still have a chance. We need more money at Lawrence and need it badly, but we do not want to see the chance of the poor boy to get a college education to be lessened in the least.

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### THE KIND OF TEACHER THE CHRISTIAN COLLEGE NEEDS.

Dr. Seaton in his inaugural address at the College of the Pacific thus describes the teacher which the Christian College needs:

"We must have, also, teachers who join to natural ability and approved training a genuine interest in young life and a warm experience of religion. It is important that the teacher be master of his subject; it is vastly more important that he be master of the forces of life which yield, when wisely directed Christian manhood and womanhood. The youth in college face many perils. They are away from home, without restraints and wholesome helps. They are undergoing profound changes in body and mind. The faith that seemed so complete and sure in childhood is not easily adjusted to their new knowledge. The number of earnest minds lost at that critical period to God and humanity is appalling. The Christian teacher whose judgment is wise and whose heart is warm can be the mediator between the old and the new fact. Consciously and unconsciously he will lead the student through doubts and perplexities, and bring him at last to the assurance of faith and the joy and love of Christ. Teachers of that class are not easy to find and hold. The salary never will be to them the first consideration, but it is obvious that no school can long retain their services without making a reasonable provision for their comfort and support."

## LAWRENCE NEWS.

The foot-ball team has lost some of the stalwarts of a year ago, but there is a large amount of good new material to be whipped into a winning team.

Dean Evans filled his auto with Lawrence professors and journeyed to Madison to see the game between Lawrence and the University, on October 2nd.

The Board of Trustees of Lawrence College will have its semi-annual meeting on Tuesday, the 26th of October. There are important matters to be considered.

Mr. David Anderson has been elected chairman of the Board of Oratory and Debate by a vote of the student body. The senior class has elected Allyn L. Wright as its representative on the same board.

The fraternities have been having various dinners and entertainments in order to show their good qualities to the freshmen and win new members.

A larger number of former graduates were back on October 2nd to be initiated into the Kappa Alpha Theta which absorbs the former Kappa Upsilon local sorority.

Mr. Chas. Karnopp who for two years has been acting as field secretary of Lawrence has resigned and gone to work for the Methodist association at the University of Wisconsin which wishes to secure a Methodist college church for students.

Mrs. Florence Boyd Bynum, '99, has been visiting her mother, Mrs. Samuel Boyd. With her husband and children she motored from her home at Asheville, No. Car.

Mr. Alfred White, '07, who was married to Miss Enid Saecker, '13, on September 3rd, attended the walk around with his wife, and enjoyed reviving old memories.

Miss Bessie Cragoe, '16, was elected president of the house-governing association at a meeting of the college girls early in the semester. She has the support of a strong council.

Quite a number of Lawrence men are rooming at the new city Y. M. C. A. The building is an excellent one and the accommodations are good.

The Lyric Quartet consisting of C. J. Waterman, C. S. McKee, Raymond Green and David Anderson, made a tour to California in a Packard, singing enroute. Nearly seventy concerts were given in twelve different states and 8,000 miles were covered on the trip.

Miss Vera Cass, '14, is taking secretarial work at Simmonds College, Boston. Last year she was with the Banta Publishing Co.

Nineteen students who graduated last commencement from the Appleton high school entered Lawrence this fall. This is certainly a good manifestation of local loyalty.

The Chapel has been re-decorated during the summer, and has never looked so attractive. However, the time has come when it is utterly inadequate to Lawrence's growing needs.

Rev. C. Wesley Boag, who was for a short time a Lawrence student, has been engaged by the trustees as financial secretary. He will devote his time to collecting funds for the new dormitory.

Rev. T. D. Williams, D. D., a Lawrence graduate of the eighties, has been appointed superintendent of the Appleton district of the Methodist church, and moved his family to Appleton.

A new building has been erected at Exeter to take the place of the old academy building recently destroyed by fire. The new structure cost over \$200,000 and was largely provided by the alumni.

It is stated on good authority that there were in 1914 79,077 students in German universities and other higher schools, but the present year that number has been reduced to 50,900 who have been called to take up arms. Ninety per cent of the students at Dautzig and 84 per cent at Koenigsberg have entered the war.

Prof. N. E. Richardson of Boston University, a former graduate of Lawrence, has prepared a course of study for Sunday schools on "International Peace," by request of the Commission on Christian Education in the Federal Council of Churches.

Dr. Gerrit J. Kollen, president emeritus of Hope College, died at his home at Holland, Mich., on Sept. 5th, at the age of seventy-two years. He had been connected with Hope College as professor and president for forty years.

President Taft gave three lectures at the University of California the first of September on "The Presidency; Its Powers, Duties, Limitations and Responsibilities." He knew whereof he spoke.

In the city of New York there are 205 Roman Catholic elementary schools with an attendance of about 140,000 pupils.

It is stated that the new compulsory education law passed by the last legislature of Pennsylvania will make it necessary for more than 12,000 children in Philadelphia alone to return to full time in the schools.



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## INFORMATION FOR PROSPECTIVE COLLEGE STUDENTS



This Bulletin is published monthly at Appleton, Wis., by the trustees of Lawrence College of Wisconsin.

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# *Lawrence College Bulletin*



*Information for  
Prospective College Students*

## To Prospective Students

*THIS issue of the Lawrence Bulletin is intended for young people who are thinking of attending college. Its purpose is to give definite information on some of the more important matters connected with residence at Lawrence College. Doubtless there are many points of interest to prospective students which are not touched upon. The College invites correspondence, and information in detail on any special point connected with college life at Lawrence will be sent to all who desire it. Inquiries may be addressed to the President.*



## PART I

### Is it Worth While?

Since tuition and other college fees are but a small fraction of the actual expense of your education, and since the cost in money is chiefly for board and clothes, which would have to be had whether you go to college or not, the time element is the chief part of the problem.

### Can I Afford to Spend Four Years at College?

Here are some of the things that you might reasonably expect to gain from four years honestly spent in college work:

1. A better knowledge of yourself and better mastery of your own powers.
2. A better grasp on human affairs.
3. A better introduction to the chief fields of human knowledge.
4. A better knowledge of human nature and a saner outlook upon life.
5. A broader acquaintance with people worth knowing.
6. A better chance to choose wisely your own work in life.
7. A better chance of success in that work.
8. A better position in society, and a larger social influence.
9. A better character and an enlarged and enriched self.
10. Four exceedingly pleasant years.

### Does College Training Make for Success?

Here are some figures on the point, not exact, but the best obtainable: "Appleton's Encyclopædia of American Biography gives sketches of over 15,000 eminent Americans. Of those whose sketches are given more than one-third are college men."

According to the best estimate we can make from the latest census returns, there are in the United States 40,782,007 persons over twenty-one years old. These are divided educationally as follows:

- |  |            |
|--|------------|
| Class 1. Without school training of any kind.... | 4,682,498  |
| Class 2. With only common school training.....   | 32,862,951 |
| Class 3. With common or high school training..   | 2,162,357  |
| Class 4. With college or higher education.....   | 1,071,201  |

The second edition of *Who's Who in America* contains 1,300 pages of brief biographies, without eulogy, criticism or comment on such persons now living in America as have become noted factors in the progress and achievement of the age. "Endeavor has been made," say the editors, "to include all Americans of more than local note in all lines of useful effort." No name is inserted or omitted for financial consideration. The book is sold on its merits.

Now the question is, how many of the 7,852 distinguished living Americans on the "Who's Who" list came from each of these classes?

The 4,662,498 without any schooling furnished.....31

The 32,862,951 common school graduates furnished.....808

The 2,165,357 high school graduates furnished.....1,245

The 1,071,201 college graduates furnished.....5,768

Thus the very smallest class in the country, numbering only about two and one-half per cent of the population over twenty years of age, furnished about seventy-five per cent of the "notables" of America.

"He who prepared intelligently and adequately for any task has removed the chief source of failure."



RECITATION HALL

## The College as a Preliminary to the Professional Course

Three years ago the writer asked the president of a \$3,000,000 corporation what he thought of the college man in business. He took a card from his desk and wrote as follows: "The *College MAN* in business." "That," he said, "is my reply." Every thing swings around the man. To give a professional training to a very small, narrow, undeveloped specimen, or one meagerly developed is to perpetuate a fraud, or to modify, a mistake on the public. The age calls for first grade talent in all places of social responsibility. The pulpit is weighed down with sixth rate preachers; the bar with fifth rate lawyers; the physician's office with fourth rate practitioners. Michael Angelo wrote across the canvas of a

pupil the word "*Amplius*." More intellectual amplitude is needed today in every profession. You can put the finest rolling stock on a poor road-bed and you will not make a good thoroughfare for travel. Foundations should always be first-class. The new educational idea, "Graduate me and do it quick," is folly. There is one place in this strenuous age where we can afford not to hustle, that is in making adequate preparation for the service our lives are to render to the community. Men who are advocating shortening the college course or taking a crosscut from high school to professional course, need to stop and consider what kind of soul fibre this will leave on our hands, what kind of citizen the process will produce for the ever increasing responsibilities of civilization.

We advocate the college training as a professional course for the following reasons:

1. Time is so short, competition is so tremendous, activity is so strenuous we must take plenty of time to get ready. Nowhere does haste make greater waste than in putting on a preacher's coat or hanging out a shingle while our pinfeathers are still on.

2. A man cannot bring to his professional studies the best preparation to grasp them most deeply and appropriate them most fully unless he has had the help the college gives in enabling men to think.

3. The man who enters a special field or limited domain of knowledge needs the broadest general culture that he may see his special facts most comprehensively and relate them most universally.

4. Before one goes into the special school with its rather limited interests and its coldly practical tendencies, it is of great value to have come into the bracing atmosphere of the college with its idealism, its varied life, its large intellectual interests and its moral enthusiasms.

5. Many men do not know what they are fitted for in the fledgling stage and would make a lifelong mistake if they selected a calling before the college training had disclosed to them unrealized capacities or undiscovered aptitudes and affinities.

6. But above other reasons this, the man always looms up above the profession and his duty to himself and to society makes a course in college, the institution of liberal culture, exceedingly desirable. Note this from President Eliot, "The main object in every school should be not to provide students with the means of earning a livelihood, but to show them how to live happy and worthy lives, inspired by ideals which exalt both labor and pleasure.

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## The Chances for a Poor Boy to Get a College Education

*Bishop Hughes*

So far as my observation goes, the chances of a poor boy getting an education are better than those of a rich boy! This sounds like wild encouragement. But does it not take something besides money to secure an education? And is it not likely that the poor boy will have the other



kind of purchase price—even though his pocket book be slender or empty? Therefore, I repeat it deliberately: The closest observation of results would show that in the average college the poor boy has a better chance for an education than the rich boy has.

Given a spirit of perseverance, only two things should prevent an American boy from receiving the desired education: ill health and a widowed and dependent mother. And there have been cases with both of these hindrances (I would not speak disrespectfully of motherhood), where boys have gone through college. The regular schedule of college life helped to conquer the ill health; and the dear mother lived the frugal life in the cottage in the college town and was nurse and laundress and all things else domestic!

A census of the denominational colleges of the Middle West would reveal vast numbers of young men who are "working their way through." What do these do? All sorts of things, waiting on table, agencies for shoes, laundry, etc., caring for offices, "tending" furnaces, mowing lawns and cultivating gardens—some of which may not be "lovely" but all of which are "of good report."

If, being poor, you enter upon this course of self support, get ready for sacrifice. Do not become dependent! Meet each morning with a smile! Take five or six years, if necessary, for the four year course! And remember that always there is that three months' season vacation wherein you can sell books, or "scopes and views," and wherein, too, you may receive fair wages for helping the distraught farmers in the fields of the Central States.

So I say to the poor boy who has persistence: Go to college and be not afraid!

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## How a Boy Earned His Education

By "*Lex.*"

I beat rugs, mowed lawns, washed windows, tended furnaces, waited on table—anything I could find to do—and all my work I did in such a manner as to gain a friend and advertiser in the one for whom it was done.

Later in my course I became steward of a boarding club, and secured other "sidelines" requiring less manual labor; yet was never above any work necessary to pay expenses. I averaged four hours daily at this sort of labor during my college course.

The results of this life have been various. Being ambitious I matriculated in too many studies; then was forced into irregular habits of study. This caused long hours, little sleep or relaxation, danger of a breakdown, and perhaps permanent injury to health. It was so hard to form good student habits, and to do regular and accurate work under those conditions.

But the advantages, so far, outweigh all that. I enjoyed my course; I escaped a large debt; I have depended on no one; I have learned to welcome hardship and opposition; I can hold to a storm course; I am con-



tent with any honest work that will gain my end; I am in sympathy with those who labor, be they high or low; I have the college training; I asked the world for no "snap," for nothing but opportunity to win my own spurs.

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## PART II

### Lawrence College

Lawrence is one of the oldest colleges in the northwest, having been founded in 1847 by Amos A. Lawrence of Boston, Mass. It was established "to lift the standards of education, elevate the tone of morals, and to provide opportunities for advanced education in a section of our country that stands much in need of it." Its founder provided that its work should be conducted on a basis sufficiently broad "to develop the scholar." From the first it had a good attendance of students and during the sixty years since it opened for instruction has had many thousands of young people study within its walls. Generous friends have come forward to increase its endowment, building after building has been erected, attendance has increased until now it is second to no institution of college rank in Wisconsin, either in number of students, size of faculty, courses of study offered, or facilities for a thorough education extended.

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### Location

1. Lawrence college is located in a beautiful and growing city of 17,000, noted for the culture and refinement of its people.
2. Appleton is a manufacturing city, largely given over to the paper industry; but there are a number of other factories, some of which are important.
3. Few cities present so many outside advantages for the student. There are lecture courses and musical courses each year in which the best talent in the country appears. There are many other events such as special lectures or concerts of the highest order.
4. Appleton is a railroad center and is accessible from all parts of the state. More than twenty trains a day leave the city both north and south. Electric lines run north to Green Bay and south to Fond du Lac.
5. The health conditions of the city are excellent. Few communities anywhere have a lower death rate. The city is situated on an elevated stretch of land cut through by several deep ravines and the Fox River, thus having exceptionally good drainage. There is a large and excellent hospital in the city.
6. All the leading denominations have strong and well supported churches, most of them being within four or five blocks of the college grounds. A city of the size of Appleton presents many advantages over a smaller place for a student in college. It is a mistake to suppose that the

moral dangers are greater. The protection of a strong municipal government and many other restraining influences make the city as safe as the village, as the experience of Lawrence fully proves. Some of the advantages are: Closer touch with large and growing interests in the industrial world, the opportunity to observe various forms of social and political life, the acquaintance with men at the head of large enterprises and of much influence, the opportunity to hear the many eminent men who visit the city, the privilege of hearing the strong and able men who man the city pulpits, and the general advantages which come from a stimulating and active environment.



BROKAW HALL

## The Buildings

Lawrence has an excellent equipment of buildings for an institution which does only undergraduate work. Most of them have been built in recent years and are thoroughly up-to-date. They are as follows:

1. College Hall, used for recitation purposes.
2. Stephenson Hall of Science, containing laboratories and museum.
3. The Alexander Gymnasium, thoroughly equipped with apparatus, baths, etc.
4. The Library, a recent building and one of the finest libraries in the country.
5. The observatory, containing a large and small telescope, and other equipment.
6. Brokaw Hall, a new Y. M. C. A. and Boys' Dormitory having accommodations for 125 men.
7. Ormsby Hall, a large dormitory for women, capable of accommodating 140 young women.
8. Ormsby Annex, a dormitory for women.
9. Peabody House, a dormitory for women.

10. Smith House, a dormitory for women.
11. The President's House, a home for the president of the college.
12. Peabody Recital Hall. A fine building devoted to the use of the School of Music. Also a building for practice purposes.
13. Central Heating Plant.
14. There are four fraternity houses occupied by their respective members as dormitories.

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## Our Departments

The College maintains the following departments:

1. COLLEGE OF LIBERAL ARTS—Some 243 courses of instruction are offered. Students are under the direction and help of student advisors. The reputation of the college for thorough work is unexcelled by any college in the Middle West. The laboratories are especially well equipped. Professors are men and women of extensive training and experience.

2. CONSERVATORY OF MUSIC—Courses in piano, organ, voice, and stringed instruments. Ten teachers; noted artists. Courses in Public School Music. Music degree conferred.

A professional school in its sixty-third year, for thorough-going students. Ample equipment. Experienced teachers of proven ability. Complete courses leading to diplomas or special work in one or more branches as desired. The College gives credit for music work done in the department. Pupils of all grades received. Faculty of noted specialists, Choral Society of 150 voices, Orchestra, Recitals by World's Artists, Music Festival, Faculty Concerts, Superior Public School Music Course, Normal Courses for Piano Teachers, Piano, Voice, Violin, Harmony. Dormitories for students. Send for catalogue.

FREDERICK VANCE EVANS, DEAN

Appleton, Wisconsin

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## Our Aims

1. To give the most thorough training possible.
2. To provide this under strong Christian influences.
3. To give the student individual oversight and assistance.
4. To offer a list of electives sufficiently extensive for individual aptitudes and purposes in life.
5. To maintain a healthy discipline based on the honor of the students

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## Our Claims

1. Lawrence is one of the oldest and best institutions in the Middle West.
2. It is not surpassed in the thoroughness of its work by any institution in the state.

3. Its graduates hold an exceptionally large number of scholarships and fellowships in the leading universities.

4. It has a high reputation for scholarly work and character-making discipline.

5. It has trained an unusually large number of successful and eminent men.

6. It is a good College for you to attend if you desire a higher education.



PEABODY HALL

## Recent Growth

The growth of Lawrence in recent years has been noteworthy. The past year our Freshman class numbered two hundred and seventy, and our total attendance makes us, next to the University of Wisconsin, the largest college in the state. The institution is yearly adding to its endowment and equipment. Its location, rapid growth and increased endowment makes it certain that it is to be one of the most prominent and one of the largest colleges in the Middle West.

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## Student Activities and Organizations

Lawrence has a large variety of student organizations. There are the following clubs: German, English, Chemistry, Politics, Latin, History, Burroughs and Dramatic. The literary societies are the Laurean and Athena. The Y. M. C. A. and the Y. W. C. A. are the strongest organizations in college. The "All College Club" has general charge of nearly all forms of college activity. The student senate has special



charge of the honor system. In music the men's glee club and the girls' glee club are organizations of the highest reputation. The college band, the orchestra, the choral society, the chapel choir are other excellent musical organizations. The volunteer missionary band, and the Bible study classes include many students.

Lawrence has a chapter of Phi Beta Kappa, the Association of American Alumnae and Tau Kappa Alpha. There are also five national fraternities: Alpha Delta Pi, Kappa Alpha Theta, Delta Gamma, Phi Mu, Mu Phi Epsilon, and Sigma Phi Epsilon. There are the following locals: Alpha Gamma Phi, Theta Phi, Delta Iota, and Beta Sigma Phi.

There are also two honorary local fraternities: the Mace for men and Mu Phi Epsilon for women.

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## Lawrence Records

In the last few years Lawrence has sent two Rhodes scholars to Oxford. It has held the trophy cup in the state Latin League contest continuously until the present year, and a year ago took in addition both the gold medal and the \$250 prize.

In forensics Lawrence is especially strong, having won two years ago first place in the state contest and second in the interstate, while last year it won second and third places in the state.

In debate no college in the Middle West has a better or as good a record. Of twenty debates held with other colleges in the last six years, Lawrence has won seventeen.

In athletics Lawrence has won the state championship in football for the last four years and it has held it three-fourths of the time for the past fifteen years. The last three years it has held the state basketball championship, and it has held the state indoor track and outdoor track meets for the past two years.

Its musical organizations such as the boys' and girls' clubs have long been recognized as the strongest organizations of this kind in the state if not in the Middle West.

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## Advantages and Work

1. The laboratories in science are equipped with expensive and modern apparatus which is being constantly added to. These laboratories are extensive and superior in their appointments.

2. The college has an excellent gymnasium and has a physical director for indoor work and a coach for outdoor sports. A woman instructor in physical culture is also employed for the girls.

3. The library facilities are superior. Lawrence owns one of the finest libraries in the state. It was erected eight years ago and is thor-



oughly up-to-date. It has nearly 34,000 volumes besides pamphlets. The city library is within three blocks of the campus and is open freely to students. It contains nearly 12,000 volumes.

4. The college has a large and constantly growing museum. Nearly an entire floor of the Hall of Science is given over to this large and interesting collection. It provides large quantities of material of great value for illustrative purposes in the various departments of scientific study.

5. Forty-seven teachers are engaged for the present year, and in the College of Liberal Arts over two hundred courses are offered.

6. The work of the college is arranged under the group system which combines the excellencies of the fixed course and free elective systems.



STEPHENSON HALL OF SCIENCE

7. Pre-professional courses are given in engineering, law, theology, medicine, journalism and education.

8. The entrance requirements are fifteen units, three in English, two in foreign language, two in mathematics, one in natural science, one in history, and seven units elective, not more than four of which can be vocational subjects. Graduation requirements are 128 semester hours.

9. Lawrence is modern in the organization of its work and employs the best proven educational methods and ideals.

10. The faculty is composed of mature and able men who have had extensive graduate training in the best universities of this country and Europe and who have had years of experience in teaching.

11. Students in the Freshman and Sophomore classes are not turned over to tutors and assistants as is usually done in the large universities, but come under the direct tuition of experienced men.

12. Every professor is responsible for his department and the regulations require reports on the daily attendance and daily work of every

student. Every month each student's work is reported to the President, so that effort can be made to keep him up in his work.

13. The standards of work at Lawrence are high, and the endowment is such that the work can be conducted on a strong and efficient plane. This can be seen in the fact that of the seven Rhodes scholarships granted to Wisconsin, two have been won by Lawrence in competition with all the institutions of higher learning in the state.

14. The Carnegie Foundation included Lawrence in its first list of colleges as fully up to the requirements, and the General Education Board after a careful inspection of its work included it in the first half dozen colleges to which it offered financial assistance.

15. Lawrence has recently been granted a chapter of the honorary fraternity, Phi Beta Kappa, which is a testimony to the reputation it bears for the best grade of work. It is also one of the thirty-six institutions in the United States admitted to the Association of Collegiate Alumnae.

16. Lawrence graduates have been exceptionally successful in the graduate departments of the greatest universities on the continent, and have taken fellowships at Harvard, Chicago, Boston, Wisconsin, Minnesota, Illinois, and other leading universities. Of the twenty-four fellowships granted by Boston University School of Theology for study at European universities four have been taken by Lawrence graduates in competition with representatives of over 100 colleges.

17. Lawrence is about the right size for the best undergraduate results. It is not so small as to lack proper advantages and *esprit de corps*; and it is not so large that the individuality of the student is lost in the crowd. In a great university the emphasis is on graduate work, the instruction is largely in the hands of graduate students and teacher's oversight of the student's work is not so careful, the moral influences are not so good, few opportunities occur for the average student to work on committees, debates, and have leadership in college affairs which is valuable training, and the student does not have that personal acquaintance with scholarly professors which characterizes the college life.

18. The life and ideals of Lawrence are especially favorable for the development of a high type of manhood and womanhood, as the gambling and drink habits so prevalent in our large universities are not allowed.

19. No distinction is made between the student who has wealth and the poor who have to work their way.

20. There is a fine college spirit which units the community in sympathetic fellowship.

21. Hazing and other forms of ungentlemanly conduct are not allowed by the student body.

22. A self-government system is in vogue and the students largely carry on the work of discipline in the college.

23. The Y. M. C. A. and the Y. W. C. A. are strong organizations and look earnestly after the religious welfare of students.

24. There are special advantages in debate and oratory. Lawrence has a great reputation in debate and its professor of public speaking is exceptionally successful.

25. There are professional and general culture groups of study. A student can choose a group which will lay a strong foundation for any special profession he may expect to enter, and usually give him credit on one or two years of his professional work.

26. There are prizes and honors for special excellence in various departments of college work, and loan funds to help needy students meet their expenses.



ORMSBY HALL

27. The advantages offered in music, elocution and drawing are superior and some of this work can be credited towards a college degree.

28. Lawrence has been especially successful in preparing high school teachers. Her graduates are eagerly sought. Training classes for teachers are maintained in most departments. Thorough work in education and pedagogy is done. Graduates receive state certificates.

29. The alumni of Lawrence are unusually successful. They are found in the U. S. Senate, the halls of congress, on the judge's bench, as governors of states, presidents of colleges and universities, as authors, and leading men in the occupations of life.

30. Expenses at Lawrence are very moderate. Few colleges anywhere offer so great advantages at so small an outlay. Loan funds are in hand to assist needy students.



31. Lawrence standings are accepted by the best universities in the country. Students can take their credits and enter any of the large universities which accept students on credits without losing place in the college year to which they belong.

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### Lawrence Athletics

Lawrence has a fine gymnasium, a superior coach and physical director. During the past twelve years our football team has won more than three-fourths of all the games it has played. The past four years we won the state championship. In track athletics we have also been very successful, as in basketball and baseball. The college has a good athletic field. A woman instructor is employed to have charge of classes in physical instruction for women.

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### As Others See Us

Lawrence College, of Appleton, deserves high rank among the leading educational institutions of this country; thorough in scholarship, adhering to the noblest educational ideals, affording a Christian atmosphere of the finest type, it is entitled to the patronage and support of all good people. It has filled an important field in the educational interest of Wisconsin, and undoubtedly is a great factor among the forces that make for efficient leadership in the country. I commend it without reservation.

BISHOP WILLIAM F. ANDERSON, LL.D.

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Chattanooga, Tenn., March 7, 1912.

I know Lawrence University and its work and its President and Faculty. I do not hesitate to say that this college represents high grade college culture methods. Its fruits are known and it would be hard to say a word of praise too strong for this institution.

I commend this institution without mental reserve.

BISHOP WILLIAM A. QUAYLE, LL.D.

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Oklahoma, Feb. 15, 1912.

Lawrence College has demonstrated its character and value in our educational rank. It deserves well of all friends of higher education.

BISHOP DAVID H. MOORE, LL.D.

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Cincinnati, Feb. 16, 1912.

Lawrence College at Appleton, Wisconsin, is known throughout the Church as one of our best institutions of learning. It has the full confidence of our people, being well managed, high minded, and securely founded. It has given many fine men and women to the higher life of our Nation.

BISHOP ROBERT MCINTYRE, LL.D.

St. Paul, March 2, 1912.

"Lawrence College has sent many of its graduates to our professional schools and as cultured men, they are not, on the average excelled by the graduates of our best colleges."

W. F. WARREN, LL.D., *Ex-president of Boston University.*

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"Lawrence is by many placed at the head of our private institutions of learning."

JUDGE R. D. MARSHALL, *Supreme Court.*

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I have long been familiar with the work of Lawrence College, Appleton, Wis. More recently I have had opportunity for personal visitation of the institution. It has a fine plant, an excellent faculty, a good equipment, and a praiseworthy educational spirit. Its moral and religious ideas are good, and I regard it as one of the strong colleges of the Middle West.

REV. THOMAS NICHOLSON, LL.D., *Secretary of the Board of Education of the Methodist Episcopal Church.*

New York, March 6, 1912.







